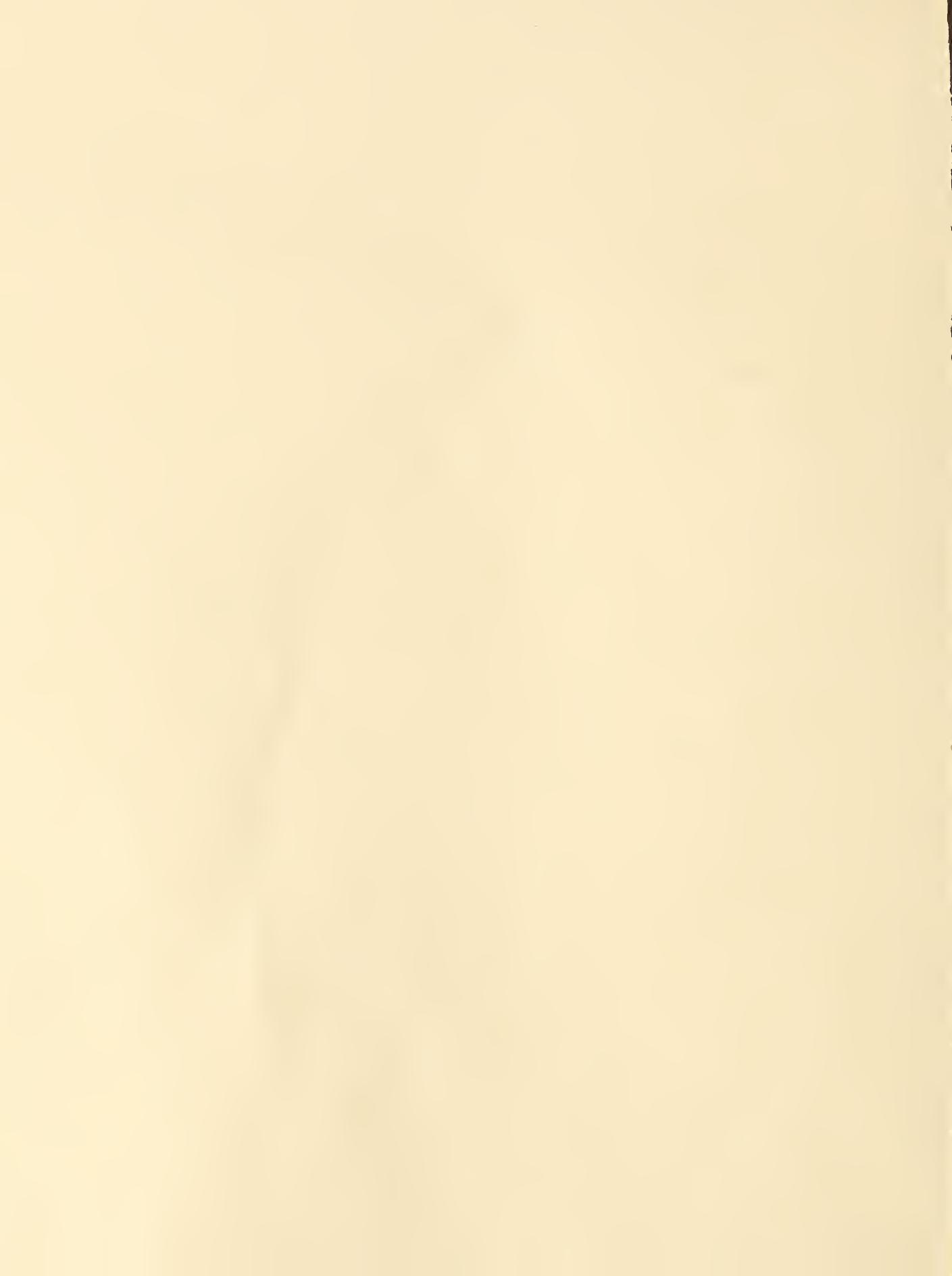


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EXTENSION SERVICE
Review

MARCH 1962

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*Home
Demonstration
Work*



EXTENSION SERVICE Review

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and Universities cooperating.

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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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No. 3

EAR TO THE GROUND

Did you know that a home economist played an important role in Lt. Col. John Glenn's recent orbital flight? It's true!

Beatrice Finkelstein, pioneer in the science of space feeding, was the research nutritionist who "packed a lunch" for Glenn's flight. Beef, vegetables, and applesauce, "packed" in collapsible squeeze tubes, provided the opportunity to test man's ability to eat under weightlessness conditions.

Incidentally, Glenn said he had enough for two meals, but took time only for the applesauce. He reported no ill effects.

Miss Finkelstein has been pioneering in space nutrition for the past 5 years. Part of her research has been to develop the high protein, low-residue diets served to astronauts before launching.

She has also worked on equipment for food storage and eating for a 3-man crew during extended periods of space travel.

Yes, as FES home economics programs director Eunice Heywood says, "We are living in a world that is straight out of science fiction. . . . We live and work in ways unheard of in what seems like only yesterday."

The "count-down for home eco-

nomics" alluded to in the title of her article, indicates the preparation for meeting brand new horizons.

There are hundreds of exciting new and different fields open to home demonstration workers, new and different methods to do the work, new and different audiences to serve.

This month's telephone dial cover indicates only a few of the subjects extension home demonstration work includes today. And just as the numbers on a phone dial can be combined, so can these types of extension audiences, subjects, and methods.

Speaking of combining, four home demonstration agents wrote about how they discovered that by combining their skills and interests, they could reach more people with less effort. Oregon agents are combining tape recordings from the family life specialist with their leader lessons. From Arizona, California, and Texas come stories of programs which successfully involved outside resources.

When you get right down to it, all our work is combining—resources, methods, audiences, problems, subjects, ideas. If today's experiences are used as a launching pad, the future for extension home demonstration work can be as big as the universe.—DAW

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.





"COUNT-DOWN" for HOME ECONOMICS

by EUNICE HEYWOOD, Federal Extension Service

We are living in a world that is straight out of science fiction. It wasn't long ago that flying, much less space travel, was only a product of someone's imagination. But there was more truth than fiction in such ideas.

Activities at Cape Canaveral have our continuous attention. Yet, all of us have our own Cape Canaveral. We live and work in ways unheard of in what seems like only yesterday.

Will the home demonstration agent of the year 2000 look on our home economics work with the same nostalgia that we look on early day canning clubs?

At that time home economists' efforts were directed entirely to helping farm women and girls. Home economics research information was limited. As a result, agents had to rely largely on successful experience for content of programs.

We have come a long way from those beginnings. And so has our audience.

New Audiences

It is a mistake to think all today's homemakers have the same interests, needs, or desires. They vary in family background, age, education, employment, income, size of family, emotional maturity, and countless other ways.

Who are they? What are they like? What will they be like in the future? We can't even guess what a home-

maker will want from Extension in the future until we see her as she is today and may be tomorrow.

Years ago most of an agent's time was devoted to teaching home economics subject matter to home demonstration clubs or similar groups. Today only about 15 percent of the women who receive help from home economics extension programs are members of such groups.

Early agents worked almost entirely with families on farms and in small villages. Today 40 percent of the families are from farms; 43 percent are urban and the rest rural nonfarm.

It is questionable whether residence is as significant to programs as education, stage of life, income, or social status. Today subject matter is usually pinned to some specific need of a special audience. It may be on preparing for retirement for the elder citizen, financial management for newlyweds, or child care for young mothers.

The most successful agent uses a wide variety of methods (including workshops, forums, seminars, home visits, radio and TV courses) to serve women.

Some counties are making progress in involving new leadership and developing programs that are problem-centered rather than departmentalized. Perhaps we need to develop more educational programs with groups having special interests and special problems. Such groups

are more likely to identify their problems, develop plans, and carry out action than those representing many interests.

Certainly we need to help our planning committees develop sensitivity to real problems. To do this we need clear educational objectives ourselves and the ability to see beyond daily routine.

One of Extension's greatest contributions to future homemakers may be to help them recognize and define personal values that give meaning and purpose to family life. Values on which to base decisions about the use of time, energy, and money are essential. They are even more important as a guide in the development of children and satisfactory family and community relationships.

RAD Contributions

There are many opportunities for home economics extension workers to play an important role in Rural Areas Development. As with other extension workers, their potential contribution will vary with individual perspective, training, experience, aptitude, and opportunities to participate.

We can already see progress in area studies of economic potentials and in plans for economic resource development. But many personal and social problems will not be solved directly by increased income. So early consideration must be given to other factors in the development of long-term plans.

For example, in some areas the immediate problem is not so much increasing cash income as managing present resources.

Extension home economists historically have worked to develop leaders. They have trained leaders to collect background data which point up basic social values and problems, to analyze problems, and to carry out action programs. This experience can be useful in carrying out Extension's responsibility for "organizational and educational leadership" in RAD.

Established contacts offer opportunities to explain RAD to various community-minded women's groups. Community improvement efforts of such groups often play a vital support role.

(See Count-Down, page 66)

Area Approach

Multiplies Results

by MRS. LAURA T. BOWMAN, Arapahoe County, MRS. LOIS L. KINSEY, Adams County, MRS. EDNA L. THOMPSON, Jefferson County, and JACQUELEN E. ANDERSON, Denver County, Home Agents, Colorado

WOULD you like to have more help for your leaders? More time for lesson preparation? Reach more people? What extension agent wouldn't?

Home agents in the Denver metropolitan area all had visions of accomplishing these hopes someday. And we have done it! Our solution was to combine our skills and efforts. We are taking an area approach rather than confining ourselves to individual counties.

Home agents from Adams, Arapahoe, Denver, and Jefferson Counties discussed program coordination in the spring of 1960. We all faced a common problem—reaching urban and suburban homemakers. And we found that people requested the same information from each county. This emphasized our close relationship.

The result of this meeting was AADJ—coordinated plan for the 4-county area. These initial letters

from the county names symbolize new extension cooperation to meet people's needs.

Single Plan Develops

After uniting office plans, the next step was to enlist the aid of key people in all county programs. Lay people from all four counties, along with the State home furnishings and clothing specialists, helped plan lessons for the coming year.

Seven meetings were planned—a series of four lessons on design and color in home furnishings; three lessons geared to consumer buying of clothing.

In the past, each agent was responsible for lessons in her own county. With the new approach, we divide topics and subject matter according to our specialized interests and abilities. Now we take turns pre-

paring and presenting a month's lesson in all four counties—sometimes as many as 10 times.

Each of us now has more time to spend on lessons and we can be more specialized. By using our lessons in all counties, we can reach more people and release time for other activities.

We can allow more preparation time for better quality educational programs, since the responsibility is shared by other agents. We averaged about 2 weeks on preparation and 4 on presentation of the home furnishings series. This added up to about 6 weeks time per agent compared to 4 months each of us might have devoted to the same number of lessons under the old system.

After preparation, extra time spent in presenting the material in more places is comparatively easy to arrange. During the 4-week presentation period we still carry on regular county duties.

One agent is able to publicize the entire 4-county program with all the metropolitan area media. (This is a result of our self evaluation.) County publicity chairmen and stores help distribute thousands of news releases and colorful flyers, all bearing the AADJ heading.

Far-Reaching Effects

Cooperative planning and production of county programs is already showing good results.

Recently, two agents who appeared on a Denver TV program received nearly 400 requests for a leaflet on home decorating. Most were from homemakers Extension had not reached before. The more professional approach of AADJ is easier to take to TV and new audiences.

Training of 4-H and home demonstration leaders has become more effective. Leaders from 4-H, home demonstration clubs, garden clubs, PTA's, and Y-wives all attend training sessions. (We make a special effort to contact nonextension groups.) Kits are offered to all who want to present the educational programs to their groups.

The new approach has a bonus side-effect making it possible for us to become better acquainted with (*See Area Approach, page 68*)



Home agents from the Denver metropolitan area describe visually new audiences reached and time saved through their cooperative educational program. Agents are (left to right) Mrs. Edna Thompson, Jefferson County; Mrs. Lois Kinsey, Adams County; Mrs. Laura Bowman, Arapahoe County; and Jacquelen Anderson, Denver County.



CONSUMER INFORMATION CONFERENCE FOR HOME AGENTS

Featuring

Why We Buy?
Consumer Credit - Tool or Trap?
New Frontiers in Fibers & Fabrics
Food Facts and Folklore
The Decorative Touch

by **VIRGINIA NORRIS**,
 District Home Economist, Missouri

A MULTICOLORED handbill carrying this announcement landed on the desks of Missouri's extension home economists last fall. This handbill was their introduction to a week-long training conference on consumer information at the University of Missouri.

"Training meetings were never like this before," murmured one home economist as she was handed a Playhouse program by a white gloved usher who seated her. In the background the music of "There's No Business Like Show Business" could be heard.

New Training Setting

House lights dimmed; spotlights pinpointed a huge dollar sign against a glittering bag of gold. With a mousetrap in one hand and a shovel in the other, an agricultural economist asked the audience, "Consumer Credit—Tool or Trap?"

Scenes changed—Fashion Crossroads . . . The Merchandise Mart . . . The Food Market—facts on foods, clothing, and home manage-

ment were offered with a consumer information slant. Topics ranged from New Frontiers in Fibers and Fabrics to The Story on Small Equipment, from Furniture Facts and Forecasts to Why We Buy.

New methods and techniques were featured during the conference—even a live pig. The little porker starred in a skit put on by ag economists and Consumer Marketing Information Specialist Lorene Wilson. If the porker sells at 17¢ a pound, why does the pork roast cost 57¢ a pound?

Supply and demand curves sounded understandable when viewed as pigs and pork roasts!

Each day exhibits in the lobby were coordinated with the topics presented.

Application for Agents

The final morning of the show was devoted to "Future Bookings." Assistant Director Katharyn Zimmerman spoke on the challenge of new audiences. Teams of county extension home economists pointed out that "Every Town Is Different." They told how they would use the conference information with five different audiences—organized groups, employed women, senior citizens and homemakers with physical limitations, young homemakers, and teenagers.

After the production each home economist was handed 10 packets, one for each of the conference presentations. Each packet contained scripts, film lists, fact sheets for radio and TV presentations, news shorts, a selected list of books, and a calendar of programs the university TV station was tying in with the conference presentations.

Talent for the production was recruited from businesses, the entire university, and adjoining colleges. A glance at the playbill gives a few of the "stars"—a Stephens College professor, Dean of the University of Missouri Extension Division, specialist in counseling and psychology, head of the Agricultural Economics Department, furniture retailers, interior designer, county home economists, and resident and extension staff home economists.

Consumer Playhouse was the re-

sult of a study started in 1959 to make home economics extension work more effective. It followed pooling and refining of ideas from club women, specialists, and administrators. Home agent training was scheduled on management in 1960 and on consumer information in 1961.

Extension home economists who attended the October training conference had an opportunity to observe a consumer information program in action. A recordbreaking meeting (over 700 people) gathered in Mexico, Mo., to learn about "Living with Today's Fabrics."

Dr. Dorothy Lyle, director of consumer relations for the National Institute of Dry Cleaners, was the speaker. In keeping with the "new" in fabrics, a fashion show featured laminates, knits, blends, and weaves of natural fibers.



A county home economist and buyer from a large St. Louis supermarket talk over marketing on stage during the Missouri Consumer Information Conference for home agents.

The consumer information program was the first of its type staged in the area. It was a cooperative venture of the Agricultural Extension Service and the Retail Merchants Association of the Mexico Chamber of Commerce. The planning committee included a member of the home economics council, three representatives of dry cleaning firms, two retail merchants, and the county extension home economist, Mrs. Ruth George.

How have extension home economists applied the training experiences to their own counties? (See *Playhouse*, page 66)

Putting Public Affairs on Hometown Terms

by VERLA B. ULISH, Webster County Extension Home Economist, Iowa

BRING a useful household item you don't need to the next rural women's educational meeting."

This technique — gift exchange among Webster County women attending a public affairs meeting—went a long way toward explaining the principles of world trade. This put international affairs into terms a homemaker could understand.

As far back as World War II, farm women in our county recognized how little they understood public affairs (local, national, or international). And Webster County records of public affairs study programs date from that time.

Variations in Studies

Discussion groups, 1-day institutes, and other meetings have been held on subjects ranging from local zoning and social problems to national economics and international relations.

Lessons have been prepared by the home economist with the help of State specialists. They have been

presented to all the organized study groups and to other groups requesting them.

Some presentations have been made on radio and television. Exhibits were displayed at the State fair twice. Several countywide meetings have been held.

Exhibits, exchange of "trade" goods, skits, foreign foods, talks by foreign students—all have been useful techniques.

Turning public affairs terms into "kitchen" terms boosted understanding during a series of meetings. For example, women were shown that the economic stability of the Nation is more important to them than knowing how to bake a perfect cake. For, without stability, they might not be able to buy the ingredients.

A survey of the value of public policy discussions early convinced our planning committee that such subjects must have a place in the home economics program. Results showed that 85 percent of the county people felt they did not have an informed opinion on questions of public policy.

This included questions dealing with agriculture.

The survey was based on the first three public policy topics: Maintaining Our Standard of Living, United Nations and How Other People Live, and Trade—Foreign and Domestic.

Following the original three topics, county women studied: Knowing Your World Neighbors, Full Production for Full Employment, Understanding Asia, Understanding Russia, Understanding Our Foreign Policy, Economic Progress, You and Your Government, and Public Policy—What Is It?

In a program on Our Changing Economy, women looked at local problems. Farm income here had fallen behind the rest of the economy; boys were leaving the farm; farm families were decreasing in number; rural schools and churches were disappearing.

Countywide Meetings

More than 450 Webster residents studied these problems in small discussion groups. In addition, a 1-day countywide Family Life Institute was held for community leaders.

The county superintendent of schools and two vocational educational staff members from Iowa State University were on the program. They stressed the importance of young people being prepared in a skill, service, or profession.

At another Family Life Institute, Community Planning for Our Future was featured. A member of the Fort Dodge Zoning and Planning Commission spoke on the importance of county planning. A rural sociologist and an extension economist from Iowa State also participated.

County women have also taken an active role in the statewide programs, Challenge to Iowa and Iowa's Future. These discussions gave our county people a chance to broaden the scope of their thinking.

We plan to hold more educational meetings in public affairs. Our hope is that they will lead people to better prepare for the future through understanding other people. For, while we are talking about ideas in public policy, we are really interested in people—ourselves and others. ■



Economics and Sociology Specialist Wallace Ogg told a Family Life Institute gathering, "There has been a revolution in the American way of life during the past 50 years and we must plan to meet the challenge of change."



TEACHING WITH TAPE AND RECORDS

by ROBERTA C. FRASIER,
Family Life Specialist, Oregon

"NECESSITY—the mother of invention" explains why we have experimented with tape recordings as a teaching tool in Oregon's family life program.

Two lessons—Developing Responsibility in Children, and Widowhood—have been taped and recorded for use in this year's program.

It all started when one county requested a program on "widowhood." Agents worked with the specialist in developing the program, but felt they couldn't teach it. They were ready to cancel the lesson, unless the specialist would do it.

Emergency Operation

Pressured into doing something, we got the idea of supporting the agents with short tape recordings.

The recordings proved so helpful that we decided to use them again. And since our program uses project leaders as teachers, we wondered why this wouldn't work as well for them.

We decided to try it. Realizing that most project leaders wouldn't have tape recorders or money to rent them, we used a phonograph record.

The recordings are integrated into the total lesson plan. A summary of the unit lesson on "Widowhood" illustrates how we have done this.

First we set the stage for learning, emphasizing that this lesson contained facts, not just a pooling of experience. Next, we gave a quiz on facts of widowhood, including some attitude questions.

We told the group to listen closely to the recording because they would find some answers to the questions. The first section of the record, a talk on "Widowhood in America," was played. Learning was reinforced as unit members reviewed the facts and listed them on an easel.

A discussion of some of the prob-

lems of widowhood was next on the agenda. Cases portraying situations faced by two widows of different ages and financial status were presented to the group. These cases focused the discussion and led into the next section of the recording, "Adjustment to Bereavement." Following discussion, the third section of the recording, "Learning to Live Alone," was played.

This lesson was structured so that at this point the group was involved with the question: How can we prepare for widowhood? After discussion, members heard the final recording, "Preparation for Widowhood."

At no time did the recording become the lesson—it was a way to pinpoint the facts and focus discussion on them. The recorded sections were 3½, 7, 3, and 3 minutes long.

A definite advantage of the recordings is the opportunity they provide to bring out points the group may have missed. For example, the recording, "Adjustment to Bereavement" begins: "You've been discussing some of the problems of widowhood. As you looked at these problems you probably noted they varied with age, health, and finances—even with the personality of the individual."

Reactions to Recordings

How did unit members feel about use of recordings? Here are a few comments:

"I think the recordings were fine. We listened without interruptions. We gave our undivided attention because we knew the tape would not be stopped for questions and we would have an opportunity for discussion when it was finished."

"Recordings provided contrast with the lecturer and there was no wasted time. Presentation of information was concise and brought the lesson to the unit members directly from

the specialist who has a more complete background of the subject. I liked it."

Janet Walker, Sherman County home agent, expressed sentiments shared by other agents:

"Using your tape recording helped me as this is a difficult subject to tackle. I'm not speaking of helping me by its contents, but by giving me more confidence. I think it does this for a project leader, too. The record keeps the lesson on the subject. Discussion breaks give the women an opportunity to express ideas and feelings. The project leader is still doing a job in leading the discussion."

"Women listened more attentively to the record than they sometimes listen to a regular 'live lesson.' The quiz before the lesson prepared them to listen for specifics during the recording and also aided discussion. Listing problems and concerns was effective as it brought the problems before them one more time."

"Recording is an excellent means of communication between county women and the State staff. We so often are asked why the specialist can't come around more frequently."

Unlimited Potential

At first, we were afraid the records would not stimulate sufficient growth in the leaders. However, leaders indicated that they prepared as much for a lesson using recordings as any other. Before the meeting each leader studied background material, the recording script, and the leader's guide. Using a recording is not a lazy way of doing a lesson!

Based on our year's experience we feel there is unlimited potential for the use of recordings. We have not attempted to make the recordings "perfect"—each could be improved. But we feel they are doing a job. As we gain more experience, we'll probably change both lesson plans and recordings.

We are enthusiastic about the use of the recordings as a way to extend the specialist's contacts and as a way to up-grade project leader teaching. We think it gives support and security to agents and project leaders to teach in any area in which they lack confidence. ■



CLOTHING



has modern meanings

CLOTHING projects once automatically meant lessons on pinning, cutting, sewing. Construction skills were emphasized.

But clothing has certain social and psychological meanings for people. And people are becoming more aware of these meanings, making them part of their daily living, and seeking information from Extension.

Consumption skills—selecting and using clothing—may be harder to understand and talk about. But this should not minimize their importance as a growing problem to families.

Maine's project, Clothing's Modern Meanings, was designed to stimulate awareness of the roles and effects of clothing.

New Project Approach

The project content and method differ from standard clothing projects. Our aims in this change are to emphasize the quality of the learning process as an educational objective, promote understanding and use of concepts, and involve everyone in the learning process.

Involvement is the key. For agents, involvement is in preparation and presentation of the topic; for homemakers, it is in discussion. Involvement helps both develop a new concept of clothing which they can use as consumers.

Maine extension agents were introduced to the social-psychological dimensions of clothing through two area workshops. These were held fol-

by **JOHN G. CHANTINY**,
Family Life Specialist, and

JEAN M. SPEARIN,
Clothing Specialist, Maine

lowing the 1959 National Extension Clothing Workshop in Oklahoma. After each Maine session, agents were asked to identify ways in which they would use these new insights in their extension educational job.

Later, agents asked for help in introducing this dimension to homemakers. So, the project Clothing's Modern Meanings was born.

Training for Agents

Part of the next home agent subject-matter training week was earmarked for background in Clothing's Modern Meanings. Training was planned to help agents develop their own understanding. Subject-matter knowledge, combined with an understanding of county people, is basic to leading this type of discussion project.

Part of one day was devoted to library research and a half day was spent discussing the reading. This involved agents in both the idea concepts and in planning the project process. Possible points for group discussion were shared, ways of illustrating the presentation were suggested, and the proposed subject matter bulletin was evaluated. Each agent was responsible for outlining her own presentation.

County Panels Formed

Six of the seven counties scheduling this subject presented the project through group discussion. County area meetings were held in the seventh. Since the area meetings combined local extension groups, representative group discussion through panels was arranged.

Panel members worked on discussion questions ahead of time. For example: What are you saying to others

when you put on a particular outfit? Why do you select the clothes you do? How far do you go in accepting current styles? How important to you is social prestige?

Panel members participated willingly and the groups listened attentively, volunteering contributions and questions.

Agents' progress reports indicate that this new approach in clothing meetings was accepted. Group discussion was recognized as a healthy release. The women appreciated the value of thinking through their own answers and reacting to others' remarks.

Recording Reactions

Franklin County Home Agent Gwendolyn Hughey reported, "One group brought out that what I wore would also affect the results of the meeting. I had been aware of this, but was surprised to hear the group express the idea." This concept has long-range implications.

A significant comment came to Washington County Home Agent Sara Watson following her local meeting. A participant wrote, "I enjoyed our meeting but it made me wonder why I am like I am, why I dress as I do, and why I wonder why I do."

The project had meaning in another way for one group which reported, "There were some remarks that they 'wouldn't go to church' because their clothing would be looked at. So we had a brief discussion on why we go to church."

Another agent summarized her group's reactions by saying, "The discussion which this meeting produces is involved, indicating that the subject is not really simple but complex. For example, in one group the parent-child relationship involved in clothing choices seemed important and the social-psychological importance of clothes to teenagers was discussed."

Clothing has a place of increasing importance in today's living. Clothing introduces the individual to the outside world and it provides a continuing opportunity for expression of personality. It seems wise, therefore, to build understanding of "clothing's modern meanings." ■

Management for young homemakers

by EUNICE N. TIBBOTT, Cambria County
Extension Home Economist, Pennsylvania

MANAGE Your Way to a Better Day—that's the prescription helping young Pennsylvania homemakers to get more out of their time and energy.

Many young women are marrying early. Some have high school home economics training; others rely on "mother's methods" of homemaking. A number of young homemakers find they lack know-how in coping with household chores and a growing family.

Management of time and energy is a guidepost for young homemakers to follow. And this guidepost has been planted in nine Pennsylvania counties as a pilot project. Young homemakers, between 18 and 30 years of age, are often left out of Extension's educational program. This group finds it difficult to attend meetings.

Project Launching

The need for a special project for these young women was plain. So the project on management of time and energy was launched.

Extension home economists from pilot counties were invited to a special training session. The subject matter was not entirely new. But learning to present it in an interesting manner to a group we had little contact with, presented a challenge.

We faced problems as we returned to our counties. Where do we find a group that can be organized to take the project? How do we arouse a young homemaker's interest? Are we bound to the limits of age 18 to 30, with at least one preschool child? How will young homemakers react to "homework"?

With enthusiasm high, the campaign to organize a group in Cambria County began immediately.

Advance and followup news stories were published. For several weeks, "Manage Your Way to a Better Day" was given life on radio programs.

Personal visits were made to acquaintances in this age group and each young woman was urged to bring a friend to the first meeting. This last recruiting method proved to be most successful.

Twenty-six inquiring young women attended the first get-together. Of these, 21 completed the project. Meetings were held at night, according to the group's decision, so husbands could baby-sit.

Each of the young mothers met the qualifications regarding age and family. Keeping the age limits and common problem qualifications made for a better group. A second group, for which qualifications were relaxed, was not so successful.

Most of this original group were newcomers to the community and had not met before. At the first meeting, small buzz group discussions and reports to the whole group by a "buzz chairman" helped pave the way for making friends.

At the second meeting, individuals melded into a group. Discussion became almost impossible to stop because of the great interest.

Throughout the series, we had a regular exchange of reference files, newspaper clippings, and magazine articles, as well as individual experiences.

Flannelgraph and easel made basic principles of time and energy management come alive.

But the most effective teaching method was the group discussions. With so many problems in common, the young women experienced deep satisfaction from exchanging ideas and frustrations.

The role of the teacher was primarily to guide. As one young woman put it, "But when we needed ideas our teacher was there to give them to us."

These young women also enjoyed the paper work in class and faithfully carried out home assignments. They seemed to gain satisfaction, too, from feeling they were in school again.

As they continued through the six scheduled meetings, the group became so closely knit it preferred not to invite outsiders to the last meeting as the project suggests. Instead, they decided to evaluate the sessions through role playing.

Continued Interest

Evaluation showed that thinking through their use of time and energy seemed to help these young women understand and accept their status. Many felt that most important to them was learning that they can be flexible in planning their use of time and energy.

The group continued to meet even after completing the project. They sent representatives to leader training sessions and continued their meetings at night.

Several members attended other extension meetings and arranged to participate in an extension tour. One young woman attended Homemakers Week at Pennsylvania State University and wrote about her experiences for the young homemakers' newsletter. Several members prepared and presented a skit at a countywide homemakers day to create interest in the project.

All this activity came from a group which, before "Manage Your Way to a Better Day," was not familiar with the extension program.

One of the keys to success was developing the feeling that this was "their" group. The members decided which way the group would go within the confines of certain facts to be presented.

As teacher, I gained satisfactions and information from working with this group. It is a joy to provide information for a group that is so eager to learn. ■

confidence develops through Child Study Series

by MRS. ELIZABETH W. GASSETTE, Hartford County
Home Demonstration Agent, Connecticut

How to help the child feel secure . . . education for a conscience . . . how to help children explore and develop creativity . . . how to help them with their changing fears—were discussion topics in a recent series of meetings on child development. Thirty Hartford County mothers of children under 9 years old participated.

How successful was this series? Participants said they gained confidence as well as guidance in these problem areas.

One mother, in evaluating the sessions, said: "I found this series timely and helpful. I left each of the 4 days feeling as though I could handle any situation. I was wrong. But truly, they did serve to help me gain the self-confidence I so needed."

Development of Interest

Our county has had a strong program in family life and child development for some years. It was aimed to meet the needs and problems of cooperators.

To insure this, women representing several geographical areas and ethnic and economic groups studied and planned program possibilities with Fay Moeller, family life specialist, and the author. Projects were problem oriented. Only one area was chosen each year, and training was given in using the discussion method.

The number of groups including family life and child development projects in their programs increased. People felt free to express their own feelings as they related their experiences to the information given.

But participants did not want to wait a year between projects. So the idea of a series was born.

To begin, the county family life committee chairman called together several mothers with children in the 6 to 9 age span. The mothers discussed their problems with the specialist and home agent. They decided on four areas which seemed to create snags for parents—helping children feel secure, educating for a conscience, creativity, and children's fears.

Specialists Involved

Special emphasis was placed on the need for mothers to talk together in small group discussions with a resource person who had training in child development. Specialists from the State Department of Mental Health and the Family Service Society assisted. Dr. Elias J. Marsh, State Department of Health; Dr. Beatrice Wolfson, clinical psychologist; and Mrs. Elizabeth C. Lemon, clinical social worker; all participated in the programs.

All home economics extension groups and mothers clubs in the Hartford area were notified of the project. The first announcement appeared in a circular letter. This was followed by reminders in local newspapers and on radio.

There was no pressure to send anyone for a leader training-type of meeting nor to expect those attending to return to their groups with information. (However, we have found from experience that leader information meetings have become a way of life in our county.) We felt that a few mothers with a comfortable feeling about the project would eventually do more good than many "worried" leaders.

Meetings were held on four consecutive Tuesday mornings at the county extension office. Participants took home reference material to read between meetings and evaluated the series. All evaluation sheets were returned.

There was an atmosphere of informality and helpful friendliness throughout the sessions. We were in a small conference room with movable seating and adjoining rooms for small group discussions. "I feel free to speak up in this small group," was often heard.

A flannelboard, photographs, news articles, and a lending library all added to the study series.

Thirty-minute lectures were given by Dr. Wolfson. When "burning" questions were raised, the group divided into smaller units. The family life specialist, clinical social worker, and agent acted as resource persons for the groups. Each mother had an opportunity to work with each resource person. The lecturer moved from group to group to learn what should be stressed in her summary.

Favorable Reactions

The professional participants felt they had gained in information, understanding, and friendships. Dr. Wolfson used the evaluations to show a group of clinical psychologists and educators how women react to this type of series.

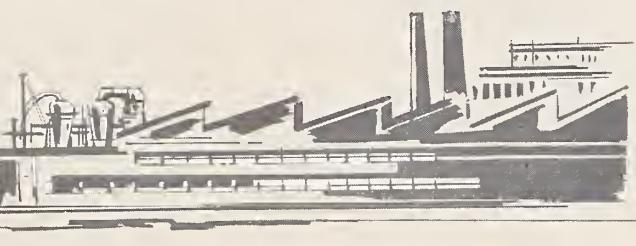
As a result of the series, the mothers attending and others who had heard about it, asked for a similar series on children ages 9 to 12. Group planning proved effective for this series also. And this second series brought forth requests for the same treatment on special problems of teenagers.

"Father's are parents, too," commented one mother. "What can we do about including them in some of our meetings?" The answer, we hope, may come from the 1962 planning committee of interested parents.

We feel that this method of treating special problems of a special group of people has worked out well. And as you can see, our audience wants more of the same education in child development. ■



so you're going back to work



by MRS. EMILY QUINN, Pima County Home Agent, Arizona

Editor's Note: Mrs. Quinn has recently been studying at the National Agricultural Extension Center for Advanced Study, University of Wisconsin.

WOMEN who return to the work force after keeping house full-time for a decade or more face problems. These problems range from inadequate office skills to management of the home in their dual role of career-homemaker.

In 1955, 46 percent of U. S. women held full or part-time jobs. By 1965, at least 50 percent will hold full or part-time jobs. A former Secretary of Labor said that if all the working women quit tomorrow, our economy would collapse.

The average woman today has her last child at the age of 26, lives to be 75, and has 40 years as an adult, many years without the responsibility of raising children. Many of these women re-enter the working force at the ages of 30 to 40 with an education which has been "frozen" for up to 2 decades.

A study by the Arizona State Employment Service projected that approximately 5,000 women will find nonagricultural employment during the next 3 years. Many of these women will be returning to the work force.

The survey also reveals that women represented 30 percent of the working force in nonagricultural employment in Pima County during 1956. It

projected that this percentage would be maintained in 1961.

How can a woman returning to the work force bring her skills and technical knowledge up-to-date? Are refresher courses available in her former field or should she acquire a new skill? What amount of the paycheck will go for new expenses? How can she look and feel self-confident? How does she go about getting a job? How will she manage her home and work, too?

These questions were first brought up at a meeting with a member of a women's service club and the woman's editor of a Tucson newspaper. The questions developed into the seminar for women returning to the work force, "So You're Going Back to Work."

The seminar's objectives were to:

Evaluate the skills and capabilities of the women attending.

Provide information on refresher courses in the women's fields, so their technical skills could be brought up-to-date.

Encourage women to use their highest skills and acquire new ones.

Develop an awareness of the psychological, budgeting, and home management problems of their dual role of career-homemaker as they affect their families, their coworkers, and themselves.

Provide information on grooming, job interview, and tests that would enable the women to obtain jobs.

A series of four evening meetings were designed to help women make the transition from the home back to the job. These were held in 1959.

Seminar Plans

Seminar subjects were: Courses and Resources to Sharpen Your Skills; How to Make Your Job Pay; Getting Ready for Your Job; How to Feel More Self-Confident, More Comfortable, Through Better Grooming; The Psychological Adjustments of a Successful Career-Homemaker; How to Impress an Employer; Proficiency and Aptitude Tests Available; How to Handle a Job Interview; Managing the Home; Planning Nutritious Meals for the Family; and Planning the Management of the Home.

Speakers for the seminar were eight women from professional fields. They included an advertising agency representative, assistant U. S. attorney, society editor, family service agency, Arizona State Employment Service, department store credit manager, extension nutrition specialist, and home agent.

Publicity before and during the seminar was carried in newspapers, telecasts, radio interviews, and spot announcements.

More than 100 women, predominantly in the age groups of 35-40 and 50-65, attended. Most had not worked for 5 to 10 years. They were returning to work either because of an immediate financial need or to supplement family income.

Evaluation sheets indicated that the women found answers to their most perplexing problems. In some cases they would have liked more detail. But none commented that another subject should have been discussed or that a subject on the agenda was unimportant.

Typical of the comments were: A magnificent presentation of a very important subject. You have restored my faith in myself—I am sure I have grown 2 feet taller since the first meeting of your seminar.

(See *Work Seminar*, page 68)

Model Modern for Home Homemakers

by MRS. JUANICE G. BOYD, Andrews County
Home Demonstration Agent, Texas

A MODEL home, planned and built as a consumer educational program, has reached more than 1,200 Andrews County people. This audience is what gives the lay planning committee a feeling of accomplishment.

Early in 1961 the Andrews County Housing and Home Furnishings Committee began operations. They approached the task by first discussing local housing and related problems.



Mrs. Opal Herring points out landscaping features at the model home to fellow members of the housing and home furnishings committee—County Commissioner Gene Irwin, Home Agent Juanice Boyd, and Mrs. Elsie Martin, drapery company owner (left to right).



The Andrews County Housing and Home Furnishings committee planned and furnished this model home for an educational exhibit.

ferred one of his homes for a month-long exhibit. The home was completely furnished by other committee men. Draperies and landscaping were also provided by committee members.

Publicity was assigned to the county home demonstration agent. Information was prepared for newspaper articles and radio programs. This was backed by tapes and releases on home ownership from the home management specialist.

One radio station carried spot announcements on the model home throughout the month. They also broadcast a special interview with the secretary of the committee.

Letters sent to presidents of all organizations in the county explained the project and invited their members to visit the exhibit. Club meetings also provided opportunities for committee members to speak about the model home and to distribute information.

Participants at a Lions' club supper meeting were invited to go out and view the home that evening. Special open house hours were held for them and a good number responded.

"Open Door" Policy

Opening day was set for Sunday, October 1. Open house was held each Sunday and Thursday during the month and for special appointments at other times.

Give-away sheets had been worked up on: budget, cost of home ownership, cost of insurance, cost of furnishings and equipment, draperies, and cost of landscaping. This information was compiled in a booklet for distribution during open house.

Posters in the house showed the costs of items, the budget, and the names of committee members.

Committee members worked out a schedule for guiding tours, explaining the booklet, and answering questions. They found this time well spent since visitors seemed more appreciative of the educational information after it was explained.

The model home received good response from the first time it was ex-

(See Model Home, page 70)

Team Approach Gets Results

by MRS. CHRISTINE P. McCRADY,
Kings County Home Advisor, California

WILL a countywide nutrition program work? Will people participate?

Kings County, Calif., home advisors say the answer to both questions is, yes. And we offer our own 4-year program as proof.

At least 15 groups were involved in teaching county people better nutrition. These ranged from a nutrition steering committee to the local dental association. Many groups had not taken an active part in previous extension programs.

This was an overall program, not limited to any one group. In 1958 we reached nearly 6,700 people, in 1959—8,850, in 1960—almost 13,900, and in 1961—about 4,650. Half of the audience was teenagers, reputed to be the poorest fed members of a family.

Our nutrition program got its start at a statewide nutrition conference for home advisors late in 1957. Armed with background information, Home Advisors Mrs. Mildred Townsend, Mrs. Anna Garner, and the author prepared to launch a county program.

Involving Supporters

First, we talked with many persons, gaining encouragement and support. Some 65 professional and lay leaders attended the first meeting in April 1958. This featured a symposium of medical and dental association representatives, a University of California nutrition authority, the extension assistant State leader, the county extension director, and the home advisors.

Panel members discussed possible fields of emphasis for a county program. We decided one of the most pressing needs was teenage nutrition.

Formation of a nutrition steering

committee was also suggested. This committee included representatives of farm organizations, county departments of public welfare and public health, district PTA's, county superintendent of schools, county 4-H council, school nurses' association, home economics teachers, community service organizations, restaurants, dental and medical associations, and Extension.

The steering committee gave effective, working guidance to the entire program. At the first meeting they discussed nutrition education then being done in the county. Other meetings contributed to the development of the program. The group decided to accent teenage nutrition, but all important areas of nutrition were to receive attention.

To reach as many of our county people as possible, we used a variety of methods to present nutritional facts.

We reached many people through nutrition short courses and special interest meetings. A workshop for restaurant workers, nutrition leaflets for dental and medical offices, work with parent and youth groups, and a nutrition puppet show all helped the program gain headway.

Because many Kings County people are Spanish-speaking, pamphlets were written in Spanish to correspond with those in English.

Newsletters, newspaper items, and radio supported the program. Exhibits were used in many places.



Kings County Nutrition Committee members Kenneth Rea (left) and Grace Kindy (right) plan ways of reaching more teenagers with Home Advisor Mildred Townsend (center) and the author (standing). Mr. Rea is a 4-H leader; Miss Kindy, a nurse with the county school office.



Teenagers Pat Wallner, Jerry O'Conner, and Virginia De Santos set the stage for a nutrition workshop with the county home advisors.

Surveys of eating habits were helpful all through the campaign. One of these was conducted from a fair booth, "Breakfast Is Important." Passersby were asked to score their own breakfasts.

The same survey form was used in high schools for teenagers to score their breakfasts.

The program snowballed.

At the end of 1960, home advisors felt that nutrition education had gained enough momentum so we could drop the campaign approach and the program would continue.

Many people were now watching for teaching opportunities; we received more program requests; the steering committee continued to explore areas of need. And so—the program continued in 1961, as more and more people gave "a helping hand." (See More Results, page 71)

Indian Family Progress Leads to Widerange Benefits

by MRS. NETTIE PLUMMER, Associate Home Demonstration Agent, and ROBERT H. WOOD, Associate County Agent, Blaine County, Oklahoma

AMONG the last of a proud people to make peace with the white man was the Cheyenne-Arapaho Tribe. But they have made much progress since allotments were given to families on the reservation in 1896.

It takes both home visits and group meetings to establish a successful extension program with our Indian families. And we must cover seven counties in Northwest Oklahoma, what was once a reservation.

We visit individual homes together for family planning. Financial planning, home and yard improvement, and 4-H encouragement call for dual efforts. Families also may need assistance with sewing, cooking, food preservation, storage improvement, home food production, and livestock and crop projects.

Farm and Home Planning was started with 35 families in our area. Both agents met with family members to discuss what they wanted and needed. With some guidance all set up long-time goals.

Costs were estimated both for necessary living expenses and improve-

ments or activities wanted. This aroused interest in ways to cut living expenses, increase family food production, and increase family income to reach these goals.

Many of these families also have become members and leaders in home demonstration, neighborhood, and 4-H clubs. The Denny Old Crow family of Hammon, for example, have developed leadership qualities while improving their farm.

Seven years ago this family was farming two quarters of land with a limited amount of old equipment, hard to keep in repair. They had five grade milk cows.

With the help of a Farm and Home Development plan and an FHA loan, this family now farms 720 acres. More than 600 acres of this is tribal land leased through the tribal council. They have new equipment, and own 30 head of cattle.

Community Leadership

The whole family is active in extension activities.

Mr. Old Crow recently completed a term as tribal councilman. He is an active 4-H club leader and takes boys on land judging and livestock judging trips.

Mr. and Mrs. Old Crow and two other Indian leaders attended the 4-H Leadership in Depth course last year. This is a series of seven dinner meetings in another county for local adult 4-H leaders.

Mrs. Old Crow's sewing helps stretch family clothing dollars. She has been sewing leader for the Indian girls in Hammon 4-H Club for the past 3 years. She is also president of a neighborhood progress club.

Daughter Ruth has won many ribbons and has placed first in Custer County with clothing exhibits the past 2 years. Son George has several agricultural projects.

Another family active in extension programs is the Sam James family of Geary.

Mr. James is secretary of the neighborhood progress club; Mrs. James is president of her home demonstration club; son Sammy is president of the 4-H club and daughter Ruby is song leader.

Not long ago Mrs. James' club selected a project to aid shut-ins. This project to help others indicates a step forward for all the club.

Though we have some all-Indian clubs and activities, Indian people are also involved in the regular county and State extension programs. Indian children in other communities participate in regular clubs. Leaders and outstanding club members have attended 4-H Leadership in Depth training, 4-H officers training school, county and State fairs, and district and State conferences.



Young George Old Crow has 4-H hog and wheat projects in addition to milking Short-horn herd.

Leaders are being developed as they preside at extension club meetings, serve on committees, discussion panels, and buzz sessions. They are taking part in regular community, county, and State extension programs, tours, fairs, and training activities.

The agents have had the most success where individual home visits supplement neighborhood progress clubs, home demonstration clubs, and 4-H clubs. When a whole family is involved in extension group activity, the family progresses steadily and becomes interested in community activities. Benefits reach every family member and beyond, into the whole community. ■



Eva Marie Old Crow, elected student of the year in her high school, is also the family combine operator. Careful family planning made it possible to purchase this and other new farm machinery.

On My Own with an Isolated Audience

by JEAN BURAND,

District Home Agent, Alaska

Editor's Note: Mrs. Burand's area or district (Alaska does not have counties) is larger than Texas. She travels about 7,000 miles by bush plane in a year.

OVER morning coffee, my village guide and interpreter, Mrs. Mildred Sage, casually asked, "Can you jar fish?"

For a moment I was jarred. I needed an interpreter for my interpreter! Only half my mind had been on the conversation. I was planning the village visits—sewing machines to be repaired, program plans for the 4-H and the mother's clubs. Conversation stalled.

Then came a glimmer of light. If one cans fish in tin cans, it follows that one jars fish in glass jars. From that point on, we discussed in detail the process of canning fish in glass jars.

Checking Raw Materials

Happily, the question served a further purpose. I discovered there were several pressure canners in Kivalina. But, not a single instruction book was to be found.

September isn't fish canning season in the Arctic, so we held a dry-run on canning (or jarring) fish. There was great interest and a date was set for my return next June to hold a real workshop on fish canning.

Arrangements included who would bring canners, fish, jars, lids, and jar rings. To my surprise, they all had jars, but the lids and bands were long since gone. The only way to get more lids was to buy more jars which would come supplied with them. The



With a pressure cooker under one arm, bulletins under the other, and pockets full of hard-to-get items, Mrs. Jean Burand serves Alaskans in remote villages.

mail order catalog, so vital to remote Alaska, was checked with no result. They no longer carry lids or bands for glass jars. Our canning workshop seemed doomed.

Then, last Christmas while shopping in Fairbanks—lo and behold—I found jar lids and bands!

Two boxes of each, along with information as to source, supply, and cost, are now with Mrs. Sage and her community. Next June's fish canning workshop will go on as planned.

You may easily see that home demonstration work in northwestern Alaska is a two-way operation. The brain may tire, but it will never get rusty.

Experience builds up empathy with those who find the English language tricky and confusing. It leads those who would teach to carefully choose words, subject matter, and techniques which will communicate meaningfully.

Often it is difficult to find where the audience is. In many ways, the village teachers are helpful. One has to learn to "receive" and "decode" constantly, whether on a home visit or strolling along a village path.

For instance, a recipe reading "Bake at 450° F. for 15 minutes and

then at 375° F. for 45 minutes" must be changed to read, "Bake in a hot oven until it starts to brown, then in a moderate oven until it begins to leave the sides of the pan."

Often a method of judging oven heat must be offered. So, it is common advice to say, "If a piece of white paper will scorch in 3 minutes in the oven, it is about 450° F."

Of course, care must be taken to provide recipes that include only items readily available. For remote villages, this eliminates all fresh fruit, spices, fresh dairy products, and (most of the time) fresh eggs.

So, a good recipe for food, home improvement, or recreation is challenging when it contains one ingredient not commonly available. For example, dried vegetable flakes have been a boon for soups, stews, and salads. They provide reasonably priced, easy-to-store taste adventures.

One villager requested a cake recipe. The homemaker had eaten it while in the hospital. I took some commercial recipes with beautifully colored pictures on the next trip and found the instructions she wanted.

On my next visit I asked about the cake. Her face fell and she said she had not been able to make it because the one village store did not carry that kind of flour. I had been certain the recipe called for ordinary flour. Then came the dawn—a brand name had been mentioned.

Basic Buying Notes

This opened an entirely new area of teaching. Consumer buying education is at the grass roots here.

Read the label when you buy. Learn the difference between types, kinds, and brands. What is a brand? What is a kind of flour, of soap, of cereal, of baking powder, of blankets, baby food, outboard motors, or roofing materials?

The village store usually has one kind of each. The village homemaker with limited reading ability has a double handicap.

Remodeling and home improvement articles are inapplicable to 89 percent of my 4-H'ers and homemakers. I have an equal obligation to help the remaining 11 percent make (See *Alaskan Agent*, page 70)

Homemakers' Survey Calls for Program Changes

by MRS. MINNIE MILLER BROWN,
Assistant Negro State Home Economics Agent,
North Carolina

A SURVEY of more than 1,000 North Carolina Negro homemakers is leading to a shift in program emphasis for this group.

The study was made in 1960 to obtain specific information on social and economic characteristics of homemakers and their families. We wanted to know some of their home-making problems, practices, and interests; the extent to which home demonstration club women pass extension information to nonmembers; why women do not belong to home demonstration clubs; homemakers' preference for receiving information on home and family living; and to what extent nonclub members benefit from the program.

To prepare homemakers and others for the study, radio, newspapers, television, letters, and public meetings were used intensively. We kept them informed both before and during the study.

Scientific sample procedures, suggested by USDA, were used to select the statewide sample. Half of our interviewees were club members; half were nonmembers.

Personal interviews were carried out by 20 Federal, State, and county extension workers and 60 lay leaders. Lay leaders included home demonstration club members, retired extension agents, and local college students.

Data were processed in the statistical units of State College and in the Federal Extension Service. Plans included comparison of information from members and nonmembers and on virtually all data.

Highlights of Data

Almost half the club members were from rural nonfarm homes; 42 percent were from rural farm homes; 11 percent came from urban areas.

Among nonmembers, 43 percent were from rural nonfarm families; 32 percent were urban homemakers; and 25 percent were from farms.

More than half the members and more than two-thirds the nonmembers reported less than \$2,000 family cash income in 1960. Seven percent of the members and 4 percent of the nonmembers reported family cash

income of \$5,000 and over. As the age of the homemakers increased, reported family income decreased.

Fifteen percent of the members and 13 percent of the nonmembers worked full time away from home for pay. Twenty-seven percent of the members and 25 percent of the non-members worked part time.

In addition, more than 25 percent of the members and 15 percent of the nonmembers reported earning money regularly at home.

More than half the club members reported having contacted or assisted an average of three nonmembers with homemaking information. Members under 30 years old tend, more than older members, to invite non-members to club meetings or extension events.

Implications for Extension

Nearly all the member and non-member families' cash income could be classified as low. These findings indicate the need to reach low income families. Program emphasis should include: financial management through greater use of the family approach; recommended home-making practices which can bring satisfactions and contribute to increasing family income; greater use of an interdisciplinary approach and interagency approaches in developing resources and exploring opportunities for new sources of income; greater and more effective use of the problem-solving approach; exploring career opportunities with 4-H members; guiding families in setting goals and working toward better living.

The large proportion of members teaching nonmembers things learned in clubs, shows a need for enrichment of program emphasis and leadership training.

The kinds of employment for homemakers suggest that teaching of skills should not be overlooked. Our programs could help them meet job requirements better. We might also emphasize management of time and energy.

This information is just a "birds-eye" view of this study. Complete findings will be available this spring. We will take off from there for new program emphasis. ■



Home demonstration club member Shirley King (right) interviews nonclub member Mrs. Eugene Flint and her husband during the North Carolina homemakers study.

Reaching Migrant Workers

by MRS. OMEGA JONES, Assistant Home Demonstration Agent, Somerset County, Maryland

MIGRANT workers play an important role in Somerset County's agriculture. Extension educational work with these workers and their families can benefit both them and our permanent residents.

My interest in these migrant workers goes back a long time. I had observed them harvesting field crops . . . saw them pile out of trucks to shop in local stores . . . listened as local people talked about these migrants and commented on their living and working conditions.

In 1958, a request to serve on a tri-county migrant committee under the Maryland Council of Churches was inspiring. This assignment presented many opportunities and challenges for adult leaders, 4-H'ers, and me.

Cooperative Planning

The migrant committee, chairmanship by a clergyman, also included members of the board of education and Governor's committee for Regulations and Study of Migratory Labor in Maryland, two ministers, manager of the Westover Labor Camp, and other laymen.

In 1959, while I was serving as chairman, the tri-county committee opened a child care center at Westover Labor Camp. An old Civilian Conservation Corps building was converted into a center. Help was offered by the migrant committee ministers and representatives of the U. S. Public Health Service and State Department of Public Welfare.

Before the day care center could open in July, building and sanitation repairs were necessary. The public welfare representative explained the importance of carrying out all regulations. I assisted in planning the improvements and kept homemakers up-to-date on progress. I encouraged them to visit as soon as the center was ready.

Mrs. Marie Handy, elementary

school teacher, was to become director of the center. She visited parents before the opening and explained the purpose of the center. Parents expressed appreciation for having a place to leave their children while they were at work.

Homemakers' Interest

Homemakers were stirred. Wesley Homemakers were the first to hold a fellowship hour.

A "get-together social" gave migrant parents and friends at the child care center an opportunity to meet with the Wesley Homemakers. The migrants seemed at home when greeted in this friendly, informal way. This social created a clear and sincere relationship with the migrant people.

Other clubs caught the spirit and made personal contacts at labor camps. The Mt. Vernon Homemakers invited children and parents from a nearby camp to attend church. The Princess Ann Homemakers visited five labor camps in Delaware.

Reflecting on Causes

When migrant camp season ended, I reviewed and evaluated the migrant work with others. And I pondered: Why were there migrants? Why would people choose this way of life?

The children didn't seem different from other boys and girls. I talked with parents and discovered this was their way of earning a living. "They moved because they must." Some have been returning to Somerset County each summer for 12 years or more.

It was up to permanent residents to continue an interest in them, to improve their living and working conditions. One future plan is to provide the child care center with a shaded play area.

We included the migrants in our



Experienced 4-H club members (standing) helped teach sewing skills to children of migrant workers.

home demonstration planning. Initial contacts were made in 1960. And since many laborers return year after year, we feel a beginning step has been taken. County people became more responsive to migrants and looked forward to their return in 1961.

Beginning with Youth

The migrants had asked for help in clothing construction. And we planned to serve them during the 1961 camp season. With the aid of Lavonia Hilbert, clothing specialist, we planned to teach girls how to make an apron or skirt.

At the first night meeting, 14 girls (ages 10 to 16) were introduced to 4-H clubs. They also became acquainted with each other.

In preparation for the clothing instructions, I showed scissors, patterns, a sewing machine, and small equipment. Material for the skirts and aprons was furnished by the Maryland Council of Churches.

The girls were asked to pay for their completed projects. This was intended to help them assume citizenship responsibilities.

A local 4-H leader worked with half the group, so we could give more attention to individuals. Another 4-H adult leader and a junior leader as
(See Reaching Migrants, page 68)

COUNT-DOWN

(From page 51)

porting role in economic development.

They also may be the means of identifying leaders. Extension home economists can help committees draw on established leaders and their interests. Further, these leaders can be important in diffusing information about the rural areas development effort.

Extension's future role, as visualized by the homemaker, will depend greatly on our ability to help her identify and solve problems. In the words of Dr. M. E. John of Pennsylvania, "In teaching people, we select those ideas that are meaningful to them in their own framework and not something we feel they should know. So many times we professional people have the idea of what people ought to be interested in. What we are doing (with this approach) is shooting at a target that doesn't exist because they aren't interested in that particular thing at that particu-

lar time. It is not the question they want answered.

"We who are the teachers and those who are the learners need to agree as to what is the problem."

We have a continuing responsibility to help people recognize and learn to cope with new and increasingly difficult problems. It is both a program planning and a teaching function.

Homemakers' Expectations

What people expect of Extension is determined in large measure by what they think we are capable of delivering. Do they see us as interpreters of social, economic, and technological trends that affect them now and in the future? Do our programs help homemakers develop sound criteria on which to base future judgments?

Homemakers of the future will expect us to be more imaginative in educational methodology. We may have fewer meetings, but more "depth" in those we have.

Mothers of preschool children have been especially appreciative of radio

and television programs on home management and family economics. Short courses for young homemakers are also proving popular.

The trend toward a series of meetings on one subject designed for a special audience is growing rapidly. Family financial forums, nutrition for the aging or for teenagers, preparing for retirement, are only a few.

Home demonstration clubs will continue to be an efficient method of teaching subject matter of interest to all homemakers. Such groups also are our best laboratories for developing leadership.

I believe that women of the future will still look to Extension to keep up with new research. They will expect some help with basic household skills, but much more help with *financial management, consumer education* related to all goods and services, *child development* and *human relations*, and with *community development* and *public affairs*.

What kind and how much help they will expect from us will depend in large measure on what we prove we can deliver. ■

PLAYHOUSE

(From page 53)

In Laclede County, Dorothy Deeds scheduled a Homemaker's Short Course based on ideas gleaned from the Consumer Information Conference. A series of four meetings, open to the public, was held.

County Experiences

A supermarket buyer gave food buying tips. The owner of a fabric shop displayed new fabrics and discussed their care. 4-H girls modeled dresses made from some of these new fabrics. The group visited a furniture store in which the manager discussed furniture selection. The fourth session, New Cooking Equipment, was conducted by an appliance company home economist.

About 25 to 30 women attended each session. Two-thirds of them

had no previous Extension contact.

In Cole County a series of meetings called "Stores Open Their Doors for Consumer Information" was set up. Interested homemakers had a lesson on washers and dryers in an appliance store. Things to look for in wood and upholstered furniture were studied in a furniture store with actual illustrations to see and touch. Another local store offered a lesson on selecting floor coverings.

Each store involved provided resource people to give up-to-date information. More lessons of this type are planned.

Half of the homemakers who attended each session had no previous contact with Extension. A committee of homemakers worked with the county home economists to set up the series.

From Pemiscot County, Home Economist Ella Stackhouse reports a family living workshop attended by 317 adults. Use and misuse of credit,

pitfalls of installment buying, insurance and wills, producing and marketing vegetables were some of the topics covered.

Resource people were recruited to give expert opinions and advice in each field. Bankers, lawyers, the area horticultural specialist, a State agricultural engineering specialist, and a teacher were included.

Boone County Home Economist Mary Hilliard writes a monthly letter to the consumer information chairmen of extension clubs. In January she listed the folder "Sixty Food Facts" and the dates for the coordinated TV, radio, newspaper series by the extension nutritionist. This schedule was in the packet of material from the October conference.

It is too early to know what effect Consumer Playhouse will have on the "audiences" Extension serves. But it seems fair to say the prospects look bright for a long and successful run on the road. ■



Sheridan County's safety committee reviewed their car safety check program with local law officers—(left to right) Mrs. Pauline Deem, county extension agent; Mrs. Mike Nathe, committee chairman; Albert Erdahl, sheriff; Irvin Zeitner, highway patrolman; Tom Darland, county attorney; Mrs. Olaf Arneklev and Mrs. Lyle Medders, committee members.

Safe Driving Campaign Wins County Interest

by MRS. PAULINE DEEM, Sheridan County Extension Agent, Montana

PROBLEM drivers are a hazard to the safety of our community." This was the kick-off statement at the 1960 planning meeting of the Sheridan County home demonstration club. The discussion which followed led to selection of a traffic safety program for the county in 1961.

Sheridan had been one of the first counties to initiate a project for women drivers. Titled "The Woman and Her Car," it dealt briefly with auto mechanics, care and maintenance, and tips on handling the car on the highway. Two films on driving techniques and a safety talk by a highway patrolman were included.

Planning with Officials

The committee planned one of the 1961 lessons to be "Know Your Driver Manual." Each family was encouraged to study the manual. Club project leaders made up short quizzes from questions in the manual; some invited outside speakers.

The chairman then met with the highway patrol and city and county officials to secure information for a situation study. The county attorney and a highway patrolman explained regulations and answered the committee's questions. City police and the juvenile officer also sat in on some of the sessions.

Topics covered in the first meetings included: pros and cons of a daytime speed limit (our State has none), driver licensing, rural and town traffic problems, problems with juvenile violators, need for parent co-operation, age range of violators, and causes of serious accidents.

When the information had been collected, a 4-page report was prepared with the help of the county attorney. The report included two goals or objectives for the year: parental control over children and better cooperation with law officers when children are apprehended, and more study of driver manuals and other highway rules and regulations.

Each home demonstration club ap-

pointed a safety chairman to receive the reports and record club activities. The report also went to 35 other interested organizations and individuals. These other organizations were invited to make recommendations and suggestions.

The newspaper ran editorials, cartoons, and statistical reports to support the program. The local radio branch station arranged for a special interview with the committee.

The second series of planning meetings started late in 1961, just before the holidays. Again our legal advisors gave the committee information and suggestions. Discussion topics covered daytime speed limits, nighttime driving, 4-H automotive project, livestock on the highway, curfew hours, cars vs. scholarship, and a 10-point car safety check.

Conceiving a Campaign

The committee felt that something more than a report should be their objective. What could they do that would involve more people? The safety check idea was just the activity spark needed.

Garagemen in the county agreed to cooperate. For a reasonable, standard price any operator could have a safety check covering brakes, exhaust, tires, steering, windshield wipers, glass, horn, rear view mirror, rear lights, and turn signals. If the car passed inspection, a safety seal was attached to the windshield. If not, necessary repairs or adjustments would have to be made before a seal could be issued.

The safety campaign was on. The local paper carried a half-page ad; the mayor issued a safety proclamation; the radio broadcast news notices. The safety check went into effect December 14 and will continue through 1962.

The second safety report was compiled again with the county attorney instrumental in setting up the final form. This report went to 75 organizations and individuals because of additional requests, including a few from other counties. Letters were also sent to clergymen suggesting a sermon devoted to the privilege or moral obligation involved in driving.

(See Safety Campaign, page 68)

SAFETY CAMPAIGN

(From page 67)

Mrs. Lyle Medders, committee member and State safety chairman for the Montana Home Demonstration Council, served as a delegate to the Traffic Safety Institute in East Lansing, Mich., in February.

Emphasis at the session was on driver education as a means of reducing the yearly death and injury rate. Mrs. Medders' report of this meeting will serve as a guide for some of our 1962 activities.

The county safety program has proven the value of a lay committee in securing facts and information about a county situation. The discussions have given committee members a greater appreciation for law officers and their efforts to cope with driving problems. The committee has learned that the longer they work with a problem the more interested and involved they become.

There is no way of determining whether the program has prevented an accident or has made the public more safety conscious. However, the State traffic toll jumped to the highest on record while there was only one traffic fatality in our county last year. ■

WORK SEMINAR

(From page 59)

Probably the new self-confidence this group of women gained was of the greatest value to each individual.

The following year an "earnings opportunities" forum was held to help women learn about job opportunities. Mrs. Helen Byrne of the Arizona Employment Agency initiated this forum. She had participated in the 1959 back-to-work seminar.

Personnel from the U. S. Department of Labor assisted in planning and conducting the forum. County organizations and agencies were also involved in planning and publicizing.

The program planning committee included representatives of the chamber of commerce, service clubs, employment agencies, education, commerce, industry, professions, and the home agent.

The forum program was developed around the areas of: job opportuni-

ties for women, training and retraining, how to get and hold a job, and local success stories.

Approximately 400 women and men attended the forum. About 300 were possible job applicants; the others were representatives of sponsoring or endorsing organizations and businesses.

There seem to be two outstanding features in planning successful programs beyond organized extension groups—being directed toward a specific audience and being planned as a series of meetings or programs. These two factors were common to both programs and they will be included in future programming. ■

AREA APPROACH

(From page 52)

Denver merchants. In turn, they become more familiar with extension programs. Impressed with the fact that the combined program reaches 20,000 area families, businessmen willingly provide literature and other support.

Response from the leaders indicated that they recognize the value of the new cooperative approach. A simple questionnaire, given to those attending the last home furnishings session, showed:

- 72 percent said lessons were very helpful.
- 23 percent said lessons were of considerable help.
- 5 percent said lessons were of some help.
- 50 percent listed changes already made in their own homes as a result of lessons.

Leaders said they liked the complete, compact, fast-moving lessons that had audience participation throughout.

Following the home furnishings series, we evaluated our work and made plans for further cooperative efforts. This step has been repeated after each series.

As a result of the first review, we planned future advance publicity to be coordinated under one agent. Home demonstration council publicity chairmen were to be enlisted to help improve our news coverage.

We have also urged home demonstration club leaders to give lessons

to other groups. And we are studying ways to understand and gain the interest of other groups.

Shorter lessons were also a suggestion from our evaluation session.

We have met our goals through coordination. We have given more help to leaders; made better use of leader, specialist, and our own time; and we have reached more people. ■

REACHING MIGRANTS

(From page 65)

sisted with the second meeting. It took eight additional meetings to complete the aprons and skirts.

Two 4-H club girls assisted with the dress revue preparation. Anne Sullivan, a 7-year club member, demonstrated modeling techniques. Pat Kiah, a 5-year member, showed some results of her clothing projects and told how much 4-H meant to her.

"There were no barriers in communicating. I found the girls very cooperative, eager to learn, and friendly," said Anne.

Continuing Interest

How far-reaching was this effort? It will take another summer to tell if their interest continues. Some teenagers won't return to Westover Labor Camp this year. This brush with 4-H may be their only contact with a youth organization. But many asked: "Can we elect officers next year? Will we have another club? Can we belong to one at home?" (Florida is home to most of these migrants.)

The extension agents and girls exchanged addresses and hope to renew efforts this summer. A 4-H club may develop.

The Rev. William Larkin, working through the home mission committee of the National Council of Churches, says, "We need someone to work specifically with young people. This 4-H group is a beginning."

My personal satisfaction is knowing that I've identified Extension with a new audience. I realize more fully than ever that we all share the same basic needs no matter how or where we live. I am convinced the key to higher standards of living is better education for more people. ■

"Family Approach" to rural areas development

by MRS. HAZEL JORDAN, State Home Demonstration Agent, Arkansas

ARKANSAS women are all wrapped up in rural areas development work—as deeply involved as the menfolk. They are taking active part in committees and groundwork from local to statewide levels.

Inspiration for a family or team approach to RAD grew from the example of our State extension office. The State steering committee includes the State home demonstration agent, State director of vocational home economics education, department of health, and the council of churches.

District and area training meetings include both men and women. Counties have included women on their committees to represent family living, education, health, welfare, tourism, recreation, youth, and related arts and crafts.

Whether a State or a local committee, people took hold of the RAD idea. Extension responsibilities and opportunities are being enlarged.

Common Objectives

Home demonstration agents in a 5-county area are working with agencies and organizations with similar objectives. They have extended and supported each other's efforts by exchanging professional ideas.

They found it helpful to consult individual families and groups in preparation and distribution of facts. Leaflet material has been worked out together.

This effort is effective and beneficial when it is part of total county planning. The method has possibilities for reaching additional families in the future.

The Casey and Howell-Wiville home demonstration clubs set up a series of meetings for agencies to explain their programs and services available to county people. Clubs also

helped in the cleanup campaign sponsored in their communities.

Home agents in 10 Arkansas counties have assisted with committee work in an advisory capacity. They were able to suggest leaders capable of working on specific problems and have encouraged attendance at meetings.

The Madison County home agent served as an advisor to the subcommittees on health and welfare, education, and youth. Home demonstration club members were also represented on these committees.

Since RAD work began, a home-makers group has been organized in the only Negro community in the county. The home agent, assisted by lay leaders, holds regular meetings with this group.

The Ouachita County home agent, foods leader, and home demonstration club members, conduct cooking schools for welfare families.

"Building Stone County Together" is the theme in Stone County. Home demonstration clubs are represented on the county committees of health and welfare, education, labor, and industry. Basic economic and labor survey data are being reviewed.

In the Batesville area, 36 leaders representing business and industry sponsored a trip to Gatlinburg, Tennessee, to study arts and crafts. This group visited the Craftsman's Fair and talked with officers of the Southern Highland Handicraft Guild.

All were impressed with how much the crafts business had contributed to the economic development of that area. They are confident that a similar program can be developed for Arkansas.

The Madison County arts and crafts committee, composed partly of home demonstration club members, is studying the possibility of increasing individual incomes by using na-

tive artistic talent. They sponsored a local exhibit and sale of articles. They also sent a delegate to Gatlinburg to study possibilities which might apply to Madison County.

Tests in skills and aptitudes were arranged with the Employment Security office. Home demonstration club women in Sharp County taxied people to the test centers. As a result approximately 1,700 people participated. In the 5-county area 6,500 people took the test.

A Healthy Concern

Izard County surveyed the health and welfare situation to better understand county health and welfare problems. Home demonstration club members participated in much of the survey footwork. Health and welfare committees are taking on much of the responsibility of rural civil defense work.

The Madison County subcommittee on health opened a hospital which had been closed for 8 years. It is now operating at full capacity. A hospital auxiliary has been organized. The chairman of the blood bank is a home demonstration club woman and other club members do volunteer work at the hospital.

The health committee in Van Buren County sponsored mobile X-ray tests for tuberculosis. A high percentage of the county people had X-rays made, largely due to activities of home demonstration club members.

Because nurses and doctors are scarce in Sharp County, home demonstration clubs, through the health and welfare committee, sponsored a Red Cross First Aid Training Course. Eighteen women completed the course.

In Ouachita County, three areas launched water testing, rat control, and community cleanup projects. Home demonstration clubs volunteered to take the lead as they already knew the people in the communities and their problems. They also encouraged drainage work for mosquito control.

Sharp County sponsored a county-wide high school career day. Several organizations participated.

(See *Sharing in RAD*, page 70)

MODEL HOME

(From page 60)

hibited. Approximately 150 people attended the first day.

Curriculum director of the county school system, a first day visitor, was impressed with the project. As a result of his recommendation, all high school home economics classes were shown through the home.

Four advanced math classes also visited the model home. They had studied the booklets compiled by the committee before their visit and followed up with study of home ownership and insurance costs.

Their teacher said: "A teacher needs something practical or concrete to put certain points across to students. If they can see or experience what is being taught, it is much more effective."

"This model home project gave my class that 'something' to work with.

"We had studied investments earlier in the year and had taken up the home as an investment. This gave us something to tie this study to. In our general business class we made an application for a loan to buy this house. We studied rates of interest on the loan, insurance to protect the home, and also how to build up a good credit rating. With this house as a teaching tool, we were able to pull the two together."

During the month, more than 350 students viewed the model home.

Measuring Success

A young homemaker, after going through the house, said, "We think this project was very enlightening and feel that it helps people to know what can be done with what the average family has . . . educated us to some degree to what is good, yet practical."

In estimating how well our educational device has worked, Committee Chairman Elsie Martin says, "In pooling our efforts we have accomplished our goal—to give the young homemaker a budget to work with in establishing and maintaining a home. Without complete committee cooperation, this educational project would not have been accomplished."

Youngest member of the group, 4-

H'er Judy Pinnell, reports, "I hope to share the knowledge gained with other 4-H members in their various home improvement projects.

"As I escorted my home economics class through the model home, I could tell they were impressed. They knew the information gained there would help them in the future."

This is a big step in the right direction, in educating the public about home management and home buying. ■

ALASKAN AGENT

(From page 63)

their homes and themselves more efficient, more attractive, and happier.

To the majority, the first step may be a nail in the wall for additional storage space, a set of board shelves on which to put the dishes, an oatmeal box filled with clean, dry sand to keep knives handy, sharp, and safe.

See why I say the brain will never get rusty? You must switch from assisting a homemaker with a re-upholstery project because she can't find exactly the right shade of rose to complement her sterling, crystal, china, and period furniture, to making children's warm underclothing from Dad's "longies."

Getting Ideas Across

Native people are besieged from all angles with instructions to do this, do that, do not do these things. Naturally they cannot follow all the dictates. It is rewarding to let people know what there is to want to know, then try to answer their requests carefully, informally, pleasantly, and specifically.

When before a group I have tried as many as three or four sets of words before the expressionless faces warmed. I eventually connect with a "known" from which we might travel together to a new experience.

Once a visitor has been accepted the path is much easier. (This will not happen on the first trip, nor ever if she defaults on the slightest promise.) A moment's consideration will show that any group, whether in New York City or Shishmaref, Alaska, will cooperate more fully and de-

pendably if the complete picture is understood and if the opportunity is provided to contribute at one's own pace and at a time of one's own choosing.

Evaluation of accomplishments is most difficult. One can count the garments made, weigh the potatoes grown, and enumerate the home improvement units completed. Bush-pilots often tell me how many cases of cans they have taken to which village. Boys and girls are ever eager to show their achievements.

It is a thrill to share the satisfaction of a new room, a new cupboard, or a story of a successful family counseling experiment. But perhaps the best feeling of all comes from a letter, a smile, or a spoken, "Thank you for coming. You listen to us. You let us help ourselves. You our friend, come again soon." ■

SHARING IN RAD

(From page 69)

In Woodruff County, the home agent worked with the education committee on a stay-in-school program. Club members and other women combined efforts to employ a visiting teacher. The home agent has worked with school officials, club members, and others on high school career days.

Because of her leadership training, a home demonstration club member was selected as chairman of the youth subcommittee. Under her guidance, career days were sponsored in high schools, baseball leagues were organized to provide recreation, older teenagers established a job bureau for youth, a Teen-Town was organized, and swimming safety was taught in the summer.

The subcommittee on education established a county library which Madison County people feel is a great accomplishment. They also worked on a countywide study of vocations or training boys and girls enter after high school.

Arkansas expects rural areas development work to have far-reaching effects on the education, health, income of our people. Under the guidance of home agents, county women can contribute an equal share to the work. ■



Mrs. Richard Terry, Alleghany County, Va., homemaker, adds to the food supply in her family's fallout shelter.

Family Preparations Grow with Interest

by W. G. MITCHELL, Assistant Editor, Virginia

HOME demonstration clubs in Alleghany County, Va., are taking the initiative in civil defense instruction and preparation in their county.

Not a month has passed since 1955 without some civil defense topic being discussed in HD clubs, according to Mrs. Vella Knapp, home demonstration agent.

And the effort has not ended with discussion!

Teaching Preparedness

With the cooperation of Red Cross and the Covington Volunteer Fire Department, 252 women and 342 young girls have completed the Red Cross home nursing course. In addition, 868 completed the junior first aid course, 1248 completed the standard first aid course, and 938 adults have qualified as teachers of first aid courses.

HD club members elected a member, Mrs. Norman Dew, as civil defense coordinator for the county women's extension group. She attended home preparedness workshops in Newport News, Va., and Olney, Md.

Mrs. Dew returned with valuable

information on civil defense preparedness for county women. Since 1958 she has instructed club members in such areas as: preparing a home medicine cabinet, setting up a 2-week food supply, sanitation at home, what to do in emergencies, and home protection exercises.

More than 500 county women received this instruction. And many have passed on the information to nonclub members.

While civil defense has been part of HD club programs since 1955, it really started moving in 1957 when Mrs. Dew became coordinator. Her training imparted to others has been a basic part of the Alleghany program.

As a result of civil defense training, many Alleghany families know what is needed to withstand the rigors of nuclear attack and fallout. In preparation they have gathered medicines, food supplies, and water for emergency use and have considered other needs.

Shelter construction in the county has lagged but interest is now picking up. According to the home agent, "They are beginning to see the need more clearly and soon we will see more shelters being constructed."

Home Agent Mrs. Knapp says, "There still remains much to be done but our home demonstration club members have made a fine start. With help from our governing bodies and more interest from families, Alleghany County will be prepared for an emergency." ■

MORE RESULTS

(From page 61)

Teams of 4-H'ers continued to give presentations on the importance of a good breakfast, with tips for teens. They also evaluated differences in eating habits and studied the value of school snack bars and milk bars to teenage nutrition.

Requests for the nutrition puppet show continued—and are scheduled into 1962.

The superintendent of schools' office requested us to explore ways to improve nutrition among Mexican-American children who did not accept school cafeteria food. We tried an indirect approach to this problem. A program for teachers and leaders was designed to increase their understanding for the Mexican-American through better knowledge of Mexican foods, nutrition, customs, and traditions.

We hope Mexican-American children will learn to accept more foods from the school cafeterias if adult attitudes toward this ethnic group change. School officials, nurses, teachers, leaders, and parents think it will work.

The experience we gained in organizing, developing, and executing this nutrition work will be useful in current programs on housing improvement. Plans call for another steering committee of business, industry, and professional people to help organize and legitimize; exploration of the situation and problems; involvement of merchants, industry, allied professions, service clubs, church groups, farm organizations, and chambers of commerce; participation of university and local resource people; and publicity.

We feel this pattern can be applied to new material with equally good results. And we are convinced that many hands make for more results. ■



Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 11 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

CITRUS Yesterday and Today

FRESH oranges and grapefruit were a holiday luxury item not long ago. At least this was so in areas where citrus was not grown. But today, citrus fruits are available in the market every day, in any part of the country, and in many useful forms.

Supermarkets offer fresh fruit and juices, canned fruit and juices, juice blends, citrus sections, fruit combinations, frozen concentrates, marmalade, and many other forms of citrus.

In addition, numerous byproducts, such as citrus peel, flavorings, and pulp for livestock feeds are available. These products make full use of the fruit, offer consumers greater buying

selection, and can result in lower prices (because more of the product is used).

All the benefits of fresh and processed citrus fruits are available to consumers at less real cost than a few years ago, too. For example, a factory worker could buy 3.1 dozen oranges with an hour's wages in 1961. But in 1939 his hour's wages would buy only 2.2 dozen oranges, and in 1929 he could buy only 1.3 dozen with his pay for an hour's work.

Modern agricultural research aims to benefit consumers in the long run.

USDA scientists have developed a new method of converting oranges

into high-quality, instant powder. Powders of good color and flavor can be made from other fruits and foods as well.

Recently, a special treatment was discovered for the paper used in citrus shipping cartons to keep fruit in top condition.

To assure consumers a high quality food, production of concentrated orange juice is regulated by government inspection. Fruit quality, evaporation or concentration, and sugar content are all regulated.

What's behind this frozen concentrate product? Follow, for a moment, the operations at a citrus concentrate plant.

Fresh fruit entering the plant is washed, sorted, and sterilized. It is analyzed for solid contents and evaporated under vacuum. The juice is transferred to refrigerated blending tanks where quality and concentration are standardized. Then it is slush frozen, put in sterile cans, sharp frozen, and stored in warehouses at 10° below zero.

Even though it's a convenience food, frozen orange juice costs consumers little if any more than the fresh form. This process saves enough time, wholesale purchasing, and shipping to offset processing costs.

Harvested in their prime, fresh fruits can be kept in nutritious, farm-fresh condition for use any time during the year in almost any convenient form imaginable, and priced for consumers' pocketbooks. ■